

Behaviour at Livingstone Road - at a glance guide



If there is one thing we can control, it is our own behaviour.

All adults at Livingstone Road strive to:

- Make pupils feel valued and important
- Build warm, positive relationships and mutual trust
- Teach students the behaviours that they want to see and celebrate this
- Remain calm, controlled and positive
- Never ignore or walk past learners who are struggling to regulate

Our Code of Conduct:

Be respectful – treat others well; be polite; listen & follow instructions; take care of property

Be safe – walking around school; use calming strategies; find a safe adult if needed; behave safely

Be kind – kind words; listen to others; kind hands; kind feet

Be responsible – listening & ready for learning; right place at right time; school uniform; be ready

Be the best you can be – try your hardest; use learning powers; think about improvements; celebrate

Incremental strategies:

Redirection (gentle nudge).

The quiet reminder (refer to code)

The quiet caution (consequences)

30 second intervention

Reflection time Time-out/ Removal from classroom (with SLT IF NECESSARY)

Restorative conversation

Referral for support

Restorative Conference

Serious or persistent breach of rule

Useful phrases.....

'I understand that you are feeling...'

'I can see....'

'I need you to.....'

'Be that as it may.... but I still need you to'

'I hear you... however....'

'Whenever you are ready.....'

30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

"I notice that you are having trouble with....."

"It was the rule about....."

"You have chosen to....."

"Do you remember yesterday/last week when....."

"That is what I need to see today. Thank you for listening"

Recognition and rewards for effort

Remember - a quiet word of personal praise can be as powerful as a larger, more public, reward.

- Good to be green stickers/ Great to be gold stickers
- House Points
- Marbles in a jar
- Learning Powers
- Worker of the Week

Restorative Conversations

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Resist endless discussions around behaviour and spend energy on returning learners to their learning.